

# Music department: ICT priorities audit

Complete this sheet in conjunction with the ICT equipment audit (Form 2, pages 11 to 13).

What is the greatest ICT need in the Music department?

List the second, third and fourth priorities.

What funding do you have available in your current capitation?.....

How much of this is already allocated as part of the running costs for the year?.....

Is it likely that more funding will be made available? Yes  No

If so, how much and when? .....

If you are starting from little or nothing, what are the minimum requirements in order to make something significant happen?

If you are already using ICT, what is the biggest weakness?

What is the minimum requirement to change this weakness?

# Music department: ICT equipment audit

Check the following to see what you have against what is potentially available.

## Checklist for equipment in the Music room with constant availability:

	Yes	No	How many
Keyboards			
• with simple record facility (only auto chord)	<input type="checkbox"/>	<input type="checkbox"/>	.....
• with record facility (auto chord and single melody)	<input type="checkbox"/>	<input type="checkbox"/>	.....
• with record facility (auto chord and two or more melody lines)	<input type="checkbox"/>	<input type="checkbox"/>	.....
• without disk drive	<input type="checkbox"/>	<input type="checkbox"/>	.....
• with disk drive	<input type="checkbox"/>	<input type="checkbox"/>	.....
• General MIDI compatible	<input type="checkbox"/>	<input type="checkbox"/>	.....
Synthesisers	<input type="checkbox"/>	<input type="checkbox"/>	.....
Multi-track recorders	<input type="checkbox"/>	<input type="checkbox"/>	.....
Computers			
• PC	<input type="checkbox"/>	<input type="checkbox"/>	.....
• Apple Macintosh	<input type="checkbox"/>	<input type="checkbox"/>	.....
• Atari	<input type="checkbox"/>	<input type="checkbox"/>	.....
• BBC	<input type="checkbox"/>	<input type="checkbox"/>	.....
• Laptop	<input type="checkbox"/>	<input type="checkbox"/>	.....
• Other	<input type="checkbox"/>	<input type="checkbox"/>	.....
Music programs			
• PC	<input type="checkbox"/>	<input type="checkbox"/>	.....
• Atari	<input type="checkbox"/>	<input type="checkbox"/>	.....
• BBC	<input type="checkbox"/>	<input type="checkbox"/>	.....
• Other	<input type="checkbox"/>	<input type="checkbox"/>	.....
Printers			
• Dot-matrix	<input type="checkbox"/>	<input type="checkbox"/>	.....
• Ink-jet black only	<input type="checkbox"/>	<input type="checkbox"/>	.....
• Ink-jet colour	<input type="checkbox"/>	<input type="checkbox"/>	.....
• Laser black only	<input type="checkbox"/>	<input type="checkbox"/>	.....
• Laser colour	<input type="checkbox"/>	<input type="checkbox"/>	.....
Network facility	<input type="checkbox"/>	<input type="checkbox"/>	
Internet access	<input type="checkbox"/>	<input type="checkbox"/>	
Email access	<input type="checkbox"/>	<input type="checkbox"/>	

# 7 Using ICT in Music

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## Prerequisites

When planning Music lessons that will incorporate ICT, always ask the question ‘Why?’. The addition of ICT to a Music lesson should serve a real purpose. Make the use of ICT part of the work the students do. It must form a natural part of the lesson and be appropriately used. It must enhance students’ learning. There should be some lessons where the power is not switched on.

Consider the following:

- What are the aims and objectives of the work you are setting?
- How will the use of ICT enhance the work?
- What are the advantages and disadvantages?
- How much of the work will involve individual use of a machine?
- How will the timing fit with the availability of hardware?
- Division of time in a lesson/over a number of weeks?

## Preparing for teaching

In considering how you will conduct your Music lesson, also consider what possibilities exist to incorporate ICT. For example:

- Does the lesson require specialist equipment?
- How will you incorporate ICT effectively into your lesson?
- Do you have any opportunity before the lesson to check that all equipment is functioning correctly?

**Form 10:** Preparing to use ICT in the music classroom (page 38) can help with this.

**Form 11:** Auditing student ICT competence (page 39) is designed to prompt the Music teacher to reflect on the classes they teach and the experience their classes have in using ICT.

## Using ICT to plan teaching

Record all your planning using appropriate software. You might write your lesson plans using a word processor. Thus they can be redrafted and recalled at a later date. Spreadsheets could be used to record student evaluations, etc.

## Using ICT to support learning

ICT has the potential to make a significant contribution to the way in which learning takes place in the Music classroom. Here are some examples of activities:

### Listening

Synthesisers:

- Using a synthesiser, listen to a number of versions of an edited sound and ask the students to recognise the changes you have made/are making.

Computer/Internet:

- Download MIDI files and identify some of the qualities of sounds which are being used, eg plucked sounds, bell sounds, brass, strings.
- Load the MIDI files into a sequencing package and view the written score. Make a new arrangement of the music using different instruments. Change the tempo, the pitch, add dynamics, etc.
- Download MP3 files and video clips to listen to music extracts from live performances.
- Using a CD-ROM, listen to each of the instruments of the orchestra and look carefully at the details about the way they are played and made, how they produce a sound, etc.
- Using a CD-ROM, listen carefully to music from different parts of the world. Look at pictures of different instruments and link the structure of the instrument to the sound it produces.

Compact disc/cassette tape/video:

- Worksheets which link in with listening work of all sorts give students a focus as they listen. Try to ensure that what they look at links with what they hear rather than some other information related to the composer, etc.

**Master 1** (page 40) provides a list of General MIDI voice bank options. **Form 12** (page 41) offers an example worksheet based on MIDI voices.

### Composing

Computers:

- There are numerous ways in which ICT can be used to enhance work in composition, from simply using a sound card to find different sounds and importing various accompaniment patterns to recording complete compositions using a music program on a computer or a music sequencer.
- Transposing parts from concert pitch to correct written pitch for transposing instruments.

Keyboards:

- Using fingered chords (or single finger chords), compose a chord progression and play it making sure that you count carefully and play in time.
- Use keyboard gadgets to add a variety of changes to a piece in composition.